

Early Reading at Hamer



At Hamer, we aim for all our children to become fluent, confident readers who are passionate about reading. Children who read frequently or are regularly read to, have the opportunity to open the doors to so many different worlds!

Reading provides children with the tools to become independent life-long learners. We can achieve this together through:

- Read Write Inc. (RWI)- a structured systematic programme to teaching literacy.
- Encouraging children to develop a love of books by reading to them daily; at home and in school
- Giving children access to a wide range of books at school and at home



What is Read Write Inc?

The Read Write Inc. (RWI) programme provides a structured and systematic approach to teaching reading and writing. Synthetic phonics is the ability to convert a letter or group of letters into sounds that are then blended together into a word. Click [here](#) to watch a short clip to explain phonics further.

At Hamer, we begin by building a strong foundation of language, vocabulary and phonological awareness and place huge emphasis on developing children's love of reading through enticing story, song and poetry times. In Nursery, as we introduce the RWI programme, initially we begin to teach picture recognition before teaching the matching sound in order to get children off to a flying start with their reading and writing. Children continue on their RWI journey into Reception and throughout KS1 to further develop reading and writing skills.



All children are assessed and grouped according to their phonics and reading ability. This ensures that all children are working at the right level for their ability which is the best way to ensure progress and confidence in their reading skills. Group phonics lessons are taught daily by trained staff with consistent expectations across the range of abilities. At the end of each half term the children are assessed again to check on their progress and are regrouped accordingly.

To find out more about RWI [click here](#)

How will my child learn to read?

Read Write Inc. phonics		Desktop Speed Sounds Chart			
Speed Sounds Set 1					
m 	a 	s 	d 	t 	
i 	n 	p 	g 	o 	
c 	k 	u 	b 	f 	
e 	l 	h 	sh 	r 	
j 	v 	y 	w 	th 	
z 	ch 	qu 	x 	ng 	nk 

First your child will learn to read Set 1 speed sounds: initially, these are sounds written with one letter. Your child will be taught to say the pure sound for each letter ('m' as in mat not 'muh' or 'em', 's' as in sun not 'suh' or 'es' etc.) so they will be able to blend the sounds into words more easily.

To help your child to say these pure sounds [click here](#)

Letter Formation

Alongside learning to recognise and say each of these Set 1 sounds, children will begin to practice letter formation. We use rhymes to help them to form each single sound.

- m Maisie, mountain, mountain
- a round the apple, down the leaf
- s slither down the snake
- d round his bottom, up his tall neck and down to his feet
- t down the tower, across the tower
- i down the body, dot for the head
- n down Nobby, over his net
- p down the plait and over the pirate's face
- g round her face, down her hair and give her a curl
- o all around the orange
- c curl around the caterpillar
- k down the kangaroo's body, tail and leg
- u down and under, up to the top and draw the puddle
- b down the laces to the heel, round the toe
- f down the stem and draw the leaves
- e lift off the top and scoop out the egg
- l down the long leg
- h down the head to the hooves and over his back
- r down his back and then curl over his arm
- j down his body, curl and dot
- v down a wing, up a wing
- y down a horn, up a horn and under his head
- w down, up, down, up
- z zig-zag-zig
- q round her head, up past her earrings and down her hair
- x down the arm and leg and repeat the other side



Sound blending

Alongside learning to recognise, say and form Set 1 sounds, your child will also be introduced to Fred the frog. He is our Read, Write Inc. mascot who can only speak in sounds (Fred talk) eg. m-a-t instead of mat etc. The children are encouraged to listen to, then repeat the sounds that Fred says and blend into a word eg. t-i-n = tin, m-a-d = mad. You can support your child with this at home by saying words in Fred talk. Eg. Can you get your c-oa-t? Would you like some j-a-m?



Once your child can recognise 5 sounds and above, they will begin to use sound blending to help them to read words containing these sounds. We call these decodable words 'green words'. They will 'Fred talk' each sound that they can see in a 'green word' and then will blend these sounds together Eg. m-a-t = mat, c-a-t = cat, f-i-sh = fish, s-p-l-a-sh = splash. Click [here](#) to support your child with sound blending.

at	mad
sad	dad
sat	mat

Your child will also be introduced to using Fred talk to read pseudo words (alien or nonsense words). Again, they will 'Fred talk' each sound that they can see in a nonsense word and then will blend these sounds together (eg, b-l-i-m = blim, d-a-l-p = dalp). By reading nonsense words children develop their ability to decode individual sounds and then blend them together to read.



wirp



sair

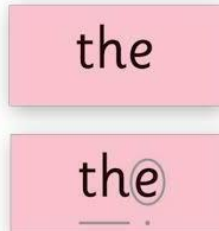
Spelling

Alongside sound blending to read words, your child will also be taught to use their fingers to help them write words containing the sounds that they know. The children say the word out loud (eg. mat) and then break it down into its individual sounds (m-a-t). If a word has 3 sounds children hold up 3 fingers, 4 sounds 4 fingers etc. Children pinch each finger as they say the sounds needed in the word then they write the letters that represent each sound. Click [here](#) to support your child with spelling using Fred fingers.



Red Words

Although your child will be taught to read using the strategies above, there are some words that contain letters or groups of letters that don't match the sound rules taught in RWI (eg. I, she, some) - we call these 'Red words' and children must learn to read these on sight. Red words are taught through our RWI storybooks and children are given a bookmark with all the relevant 'Red words' for their continued development through the programme.



What's next?

Once your child is confident with applying Set 1 single sounds, they will be taught Set 1 sounds that contain two letters that make one sound (ch, qu, sh, th, ng, nk, ck). We call these 'Special Friends'. Following on from this, children will then learn set 2 and 3 sounds and to read and write words containing these sounds.



Home Reading Books

During your child's first term in Reception, they will begin to develop very early reading skills. As they begin this reading journey, we want to develop a love of books. As the children are not yet ready for blending fluently, we will send home wordless picture books for your child to share with you alongside a book to share. These books develop listening, speaking, vocabulary and comprehension skills as the children learn to tell stories in their own words.

Once your child begins to blend words independently, we will send home 'green word cards' to practice their segmenting and blending skills. As your child develops confidence in blending using all of the Set 1 sounds they will bring home Ditty sheets or a red Ditty book. As your child progresses through the programme, they will bring home a reading book matched to their phonics ability.



Each storybook contains a few pages before the actual story reading begins. Please encourage your child to work through these pages first as they support the sounds and words they will need to read within the story. Each book begins with practice of speed sounds, then green and red words and a vocabulary check page.

Speed Sounds

Consonants

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ss	th	nk

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	ck	dd	gg			pp	tt	tt	wh			tch

Story Green Words

red black fox hat frog clap hen
pup pen sing fish lap

jump → jumping

Speedy Green Words

with	fat	with
thin	and	on
us	cat	in
dog	sit	and

Red Words

the	your	put
I	he	of
my	put	no
the	your	he

Your child will have read their reading book at least three times in school before they bring it home. They should be able to read this book with fluency and expression by the time they bring it home and they should have a good comprehension of what the book is about. At the back of the book are questions for you to do with your child.

Your child will also bring home a reading record that will help you to record their successes and make comments regarding all aspects of your child's reading at home.

In addition to the books that are taught within RWI lessons, we also offer other phonetically decodable ebooks that match your child's reading level. These are available on the 'Oxford Owl' website and are accessible to read at home and in school.

Reading for pleasure

Alongside their RWI reading book, your child will also bring home a 'reading for pleasure' book. This is a book that they have independently selected, often above their own reading ability and is for you to share with them at home. The children are not expected to read this book themselves, this is for you to share and enjoy together.



How to support at home

- Practise set 1, 2 and sounds. Ensure they are pure sounds (avoid saying uh at the end of the sound). e.g. say mmm instead of muh.
- Try to read with your child every day. Remember: Each book begins with practice of speed sounds, then green and red words and a vocabulary check page alongside questions to discuss.
- Talk about the story (some discussion ideas below).
- Practice reading and spelling red words.
- Use home learning links sent via parent mail.
- Read for pleasure and develop a love of books and reading together.

Style	What type of book is this? Have we read a book like this before? What other story is it like? What do you think it will be about? What is the title? Are there pictures? What can you see on the cover?
Setting Where? When?	Where is this story set? When does the story take place? What time is the story set in? Can you describe the setting of the story?
Character Who?	Who are the characters in this story? Who is the most important character in the story? Who is telling the story? Were there any characters that you didn't like? Why does that character behave in that way?
Plot What?	What do you think might happen next? What are the main events in the story? What is the problem in the story and how is it resolved? What was your favourite / most exciting part of the story?
Theme	What is the main idea / theme / moral of the story?